

New Continuum of Special Education Services—Page 1

Supports/Interventions in General Education

1. STRATEGIES AND SERVICES TO MAINTAIN STUDENTS IN GENERAL EDUCATION

This is the Pupil Personnel Team (PPT) Intervention Process. PPTs are committees established in each school to review, and evaluate the needs of specific students having difficulty in general education. PPTs identify services and interventions for students having difficulty to attempt to avoid unnecessary or inappropriate referrals for special education services.

Services the PPT may recommend include, but are not limited to:

- Educationally related support services
- Reading interventions
- Remedial instruction
- Behavioral support, and
- Social skills programs.

2. DECLASSIFICATION SUPPORT SERVICES

When a student is recommended for decertification from special education, support services may be provided for up to one additional year to help the student transition from special program to a general education. Declassification support services must be indicated on the IEP that recommends decertification.

Declassification support services may include, but are not limited to:

- Services that provide instructional support or remediation
- Instructional modifications
- Individual and/or group speech/language services, and
- Individual and/or group counseling.

Special Ed Services in Inclusive Settings

3. GENERAL EDUCATION WITH RELATED SERVICES

Related services are developmental, corrective and other support services required to help a student with a disability to benefit from instruction in the general education curriculum in general education classes.

4. GENERAL EDUCATION WITH SPECIAL EDUCATION TEACHER SUPPORT SERVICES (Formerly Consultant Teacher and Resource Room)

Special Education Teacher Support Services are specially designed, supplemental instruction provided by a special education teacher. That teacher may work directly with a student with a disability to support participation in a general education classroom, and/or indirectly with the student's general education teacher to adjust the learning environment and/or modify and adapt instructional techniques and methods to meet the student's individual needs. Special education teacher support services may be provided for as few as two hours a week and as much as 50% of each day.

5. COLLABORATIVE TEAM TEACHING

In Collaborative Team Teaching classrooms students with disabilities and general education students are educated together with a full-time general education teacher and a full-time special education teacher who collaborate throughout the day. The special education teacher in the class works to adapt and modify instruction for the students with special needs. The general education teacher is responsible for assuring the entire class has access to the general education curriculum.

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SPECIAL CLASS SERVICE DESCRIPTIONS

Classes may contain students with the same disability or with different disabilities as long as they have similar education needs. As noted above, special classes may be located in Community School Districts and High Schools, Specialized Schools, or State Supported/Operated Schools and SED Approved Non-Public Schools.

Below are descriptions of the different student/staff ratios for special classes under the new Continuum.

Special Class Ratio 12:1 (elementary and junior/middle school) 15:1 (High School)

(Primarily for generalized instruction in a self-contained setting)

A placement for students with **academic and/or behavior management needs** who require **specialized instruction** that can best be accomplished in a self-contained setting.

Special Class Ratio 12:1:1

(Primarily for generalized instruction in a self-contained setting)

A placement for students requiring **specialized instruction** that can best be accomplished in a self-contained setting **and** requires **additional adult support** due to **academic and/or behavioral management needs**.

Special Class Ratio 8:1:1

A placement for students requiring highly **individualized** instruction and intervention, intensive **behavior management**, and **adult supervision**.

Special Class Ratio 6:1:1

A placement for students who require intense **individual** programming, continual **adult supervision** and **specific behavior management plans for aggressive, self-abusive behaviors**.

Special Class Ratio 12:1:4

A placement for students with multiple disabilities needing a program primarily of habilitation and treatment.

Recommendations for Restrictive Settings

6. GENERAL EDUCATION PART-TIME AND SPECIAL CLASS SUPPORT PART-TIME
10. SPECIAL CLASS FULL-TIME IN COMMUNITY SCHOOL DISTRICTS/HIGH SCHOOLS
11. SPECIAL CLASS FULL-TIME IN SPECIALIZED SCHOOL (District 75)
12. STATE SUPPORTED/OPERATED SCHOOLS AND SED APPROVED NON-PUBLIC SCHOOLS
13. HOME/HOSPITAL INSTRUCTION (temporary)

Related and Supportive Services

Related services may include, but are not limited to:

- Counseling
- Hearing education services
- Occupational therapy
- Orientation and mobility services
- Physical therapy
- School health services
- Speech/language therapy
- Vision education services, and
- Other support services which include
 - paraprofessional support services, sign language and oral interpreters, and
 - cued speech transliterators

Other support services which can be provided to children throughout the Continuum include, but are not limited to:

- Assistive technology devices
- Specific instructional practices
- Behavior intervention plans
- Instructional adaptations
- Curriculum modifications
- Adaptive physical education-Travel training; and
- Toilet training.